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ABSTRACT

As part of the National Longitudinal Study of the High School Class of 1972 (NLS), this report summarizes some descriptive information about participation in postsecondary education and participation in jobs since leaving high school based on the analysis of responses to the First Follow-Up Questionnaire. Its purpose is only to highlight and release some of the preliminary findings. Statistics of the responses were weighted to provide total population values. These weighted values were tabulated for different subgroups classified by sex, race, socioeconomic status, ability, type of high school program, and region; and some two-way cross-tabulations of sex and race with each of the other variables. Specifications of these classification variables are appended. Some basic statistics related to postsecondary education as seen in the fall and winter of 1973-74 were: 56 percent of the total sample were currently enrolled, 63 percent had already received some kind of postsecondary education, 74 percent expected to further their education or training beyond high school, and 15 percent expected to receive advanced degrees eventually. Basic facts about job opportunities were: in October 1973, 65 percent of the total sample were employed in full-or part-time jobs, and among those not holding jobs, one out of five was looking for work. A reproduction of the survey form is included. (RC)

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NATIONAL LONGITUDINAL STUDY

of the High School Class of 1972

A CAPSULE DESCRIPTION OF FIRST FOLLOWUP SURVEY DATA

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NATIONAL LONGITUDINAL STUDY

OF THE HIGH SCHOOL CLASS OF 1972

A CAPSULE DESCRIPTION OF FIRST FOLLOWUP SURVEY DATA

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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National Center for Education Statistics
Marie D. Eldridge, *Administrator*

"The purpose of th. Center shall be to collect and disseminate statistics and other data related to educati on in the United States and in other nations. The Center shall . . . collect, collate, an', from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

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FOREWORD

The National Longitudinal Study of the High School Class of 1972 (NLS) was designed to provide an ongoing and updated data base containing statistics on a national sample of seniors as they move out of the American high school system into the critical years of early adulthood. It began with an administered survey of these young adults conducted in the spring of 1972 prior to their leaving high school. This was followed by the first of a series of periodic mail and personal interview followup surveys. The purpose of the first followup survey, which began in late October 1973 and ended in April 1974, was to obtain information about the young adults' basic educational and vocational activities in both October 1972 and October 1973, and their continuing or revised plans, aspirations, and attitudes. The data collected from the inschool and first followup surveys have been merged and processed. Preliminary results are being presented in a series of reports, designed to highlight selected findings in educational, career, and occupational development.

This report is one in the series. It is a summary of some descriptive information about educational and work activities since leaving high school taken from the analysis of responses to the First Follow-Up Questionnaire. There is a concentration on participation in postsecondary education and the world of work because, among the many other issues which could be addressed with the NLS data, they seem to have the most pervasive, important, and meaningful impact on the lives of young adults.

Many details are not included in this report since its purpose is to highlight and release some of the preliminary findings. Readers who are interested in more complete statistics should refer to the Tabular Results of the First Follow-Up Questionnaire, which contains weighted percentage tabulations of responses to all questions for the total and 92 important subgroups.

Marjorie O. Chandler, Director
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INTRODUCTION

The National Longitudinal Study is a long-term program that has been designed to determine what happens to young people after they leave high school, as measured by their subsequent educational and vocational activities, plans, aspirations, and attitudes at various points in time. From these individual histories, one will be able to relate this information to each set of prior experiences as well as to personal and biographical characteristics. The ultimate purpose of NLS is to gain better insights into the development of students as they pass through the American educational system and to develop an understanding of the complexity of factors associated with individual educational and career outcomes.

Following an extensive period of planning, which included the design and field test of survey instrumentation and procedures, the full-scale survey was initiated in spring 1972 with an expected probability sample of 21,600 seniors from 1,200 high schools. The resulting sample of 17,726 seniors from 1,044 public, private, and church-affiliated high schools provided varying response rates for individual base-year data collection forms. Each participating student was expected to complete a student questionnaire containing 104 questions and to take a 69-minute test battery. Survey administrators were asked to fill out a student record information form.

The first followup survey began in October 1973 and ended in April 1974. Added to the base-year sample were 4,450 seniors from the class of 1972 in about 250 additional unsampled schools that had been unable to participate earlier, as well as some 1,418 students who were either classified as base-year nonparticipants or were extra in final strata, to bring the total first followup sample to over 23,000 potential respondents. There were 21,350 sample members who completed a First Follow-Up Questionnaire, 69 percent by mail and 31 percent by personal interview.

The sample statistics of the First Follow-Up Questionnaire responses were weighted to provide total population values. These weighted values have also been tabulated for different subgroups classified by sex, race, socioeconomic status (SES), ability, type of high school program, and region; and some two-way cross-tabulations of sex and race with each of the other variables. Specifications of these classification variables can be found in appendix A.

While the selected followup information in this report is interesting and useful in itself, its significance will be greatly enhanced when it is analyzed both in more detail and in relation to the base-year data. Such indepth analyses of the base-year and first followup data will be presented in subsequent reports.

PARTICIPATION IN POSTSECONDARY EDUCATION

This section reports some basic statistics about educational activities as seen in the fall and winter of 1973-74 and describes these in the light of various factors. A substantial proportion of the high school class of 1972 either was already enrolled in postsecondary institutions or still expected to receive some kind of schooling beyond high school:

- 56 percent of the total sample were currently (i.e., fall and winter of 1973-74) enrolled,
- 63 percent had already received some kind of postsecondary education,
- 74 percent expected to further their education or training beyond high school, and
- 15 percent expected to receive advanced degrees eventually.

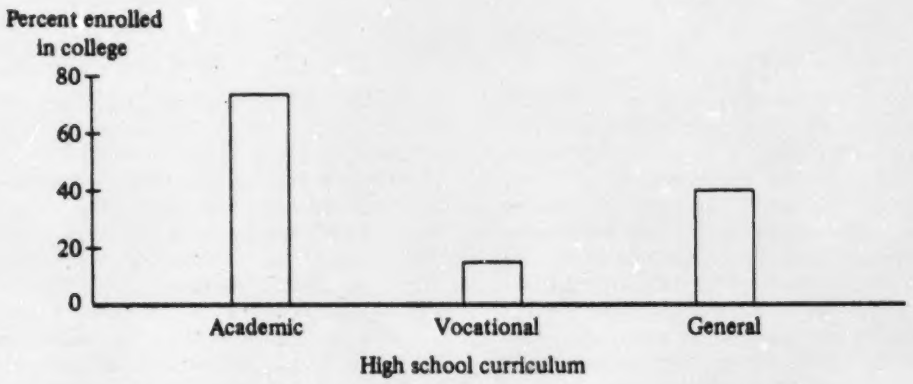
The nature of this participation in postsecondary education can be examined by educational qualifications, as measured by high school curriculum and academic ability as well as by such characteristics as race, social class, sex, and region.

High School Curriculum

Of the students who were enrolled in academic studies in a 2- or 4-year college during the fall and winter of 1973-74, two out of every three students (68 percent) had been enrolled in a college preparatory (academic) high school program (figure 1), as compared to 27 percent who had been enrolled in a "general" high school program. On the other hand, relatively few students from vocational-technical high school programs (13 percent) were pursuing college degrees. Obviously, the placement of students within the high school curricular program is a very important factor in determining who goes to college.

Curriculum placement appears to have virtually no relation to other types of postsecondary education. Of all seniors, 14 percent were enrolled in vocational-technical studies at either public or proprietary schools, and this proportion did not vary by high school curriculum.

Figure 1.—High school curricular programs and college enrollment

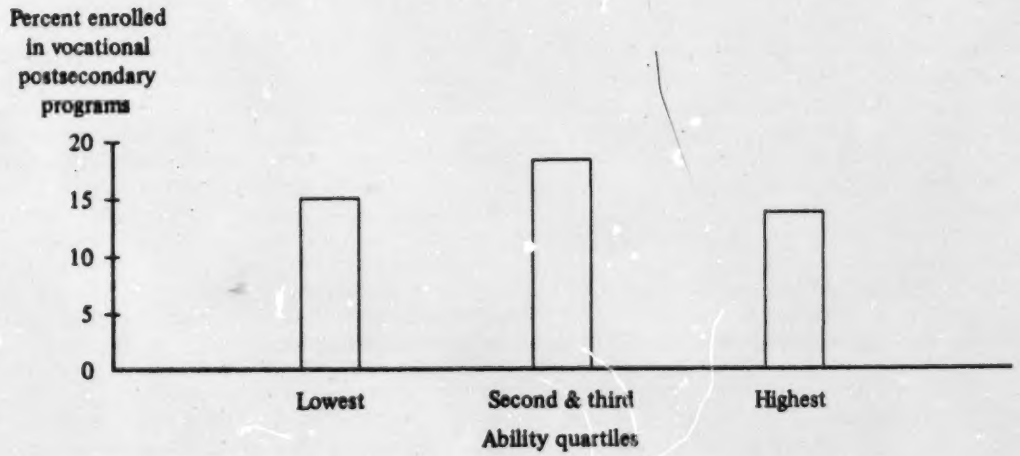


Academic Ability

College attendance is as strongly related to ability (as measured by a composite score based on four aptitude tests) as it is to high school curriculum. Among the high aptitude students (those in the top ability quartile), 7 out of 10 were enrolled in academic studies 1½ years after high school. This is in contrast to the enrollment of the 17 percent in the lowest ability quartile and the 39 percent who comprise the middle two quartiles.

Like high school curriculum, academic ability bears little relation to enrollments in postsecondary vocational-technical schools. Currently enrolled in these programs were 14 percent of the low, 17 percent of the middle, and 12 percent of the high ability groups (figure 2).

Figure 2.—Ability and enrollments in vocational programs after high school



Race

In the fall and winter of 1973-74 (1 year after high school), Whites were more likely than either Blacks or Hispanics to be enrolled in academic studies. The attendance figures were 43 percent (Whites), 35 percent (Blacks), and 32 percent (Hispanics). However, the consideration of both race and academic ability alter the relative rate of college attendance in favor of the minority groups. Controlling for ability (figure 3), the attendance rates for the lowest quartile were 14 percent (Whites), 24 percent (Blacks), and 24 percent (Hispanics); in the middle two quartiles were 39 percent (Whites), 51 percent (Blacks), and 45 percent (Hispanics); and in the highest quartile were 70 percent (Whites), 79 percent (Blacks), and 78 percent (Hispanics).

Enrollments in postsecondary vocational-technical programs were not associated with racial classifications. Whereas 14 percent of all Whites were currently enrolled in such programs, so too were 16 percent of the Blacks and 14 percent of the Hispanics. Similarly, racial considerations also were generally negligible when ability was controlled.

Although racial considerations were negligible among the proportions expecting to eventually receive postgraduate degrees, they became quite large when ability was controlled, again favoring minority students, especially Blacks. Whether or not they were currently enrolled, 29 percent of the high ability Whites, in contrast to 65 percent of the high ability Blacks and 46 percent of the high ability Hispanics, expected to receive either a master's or doctoral degree (figure 4). Among the middle ability groups, the percentages were 10 percent (Whites), 28 percent (Blacks), and 11 percent (Hispanics); and among the lowest ability groups, they were 3 percent (Whites), 8 percent (Blacks), and 7 percent (Hispanics).

Neither the type (2- versus 4-year) and control (public versus private) of the colleges attended, nor the choice of academic field and amount of study (full- versus part-time) were associated with racial differences. On the other hand, when respondents who did not go to college or into vocational programs were asked to indicate their reasons for not continuing their education at this time, the minority students, more than others, mentioned economic factors (figure 5). These factors included being unable to afford further education, needing to earn money before continuing, and needing to support their families. Infrequently cited by all groups were poor grades, having an application rejected, or not having a college within commuting distance.

Figure 3.—College attendance rates, by ability and race

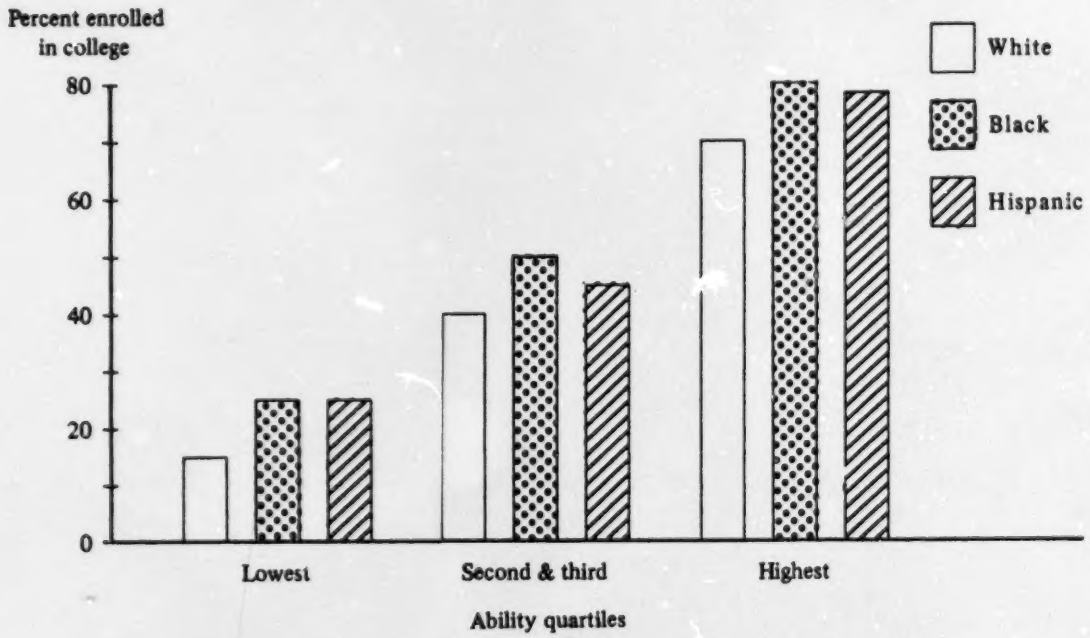


Figure 4.–Expectations of receiving postgraduate degrees, by ability and race

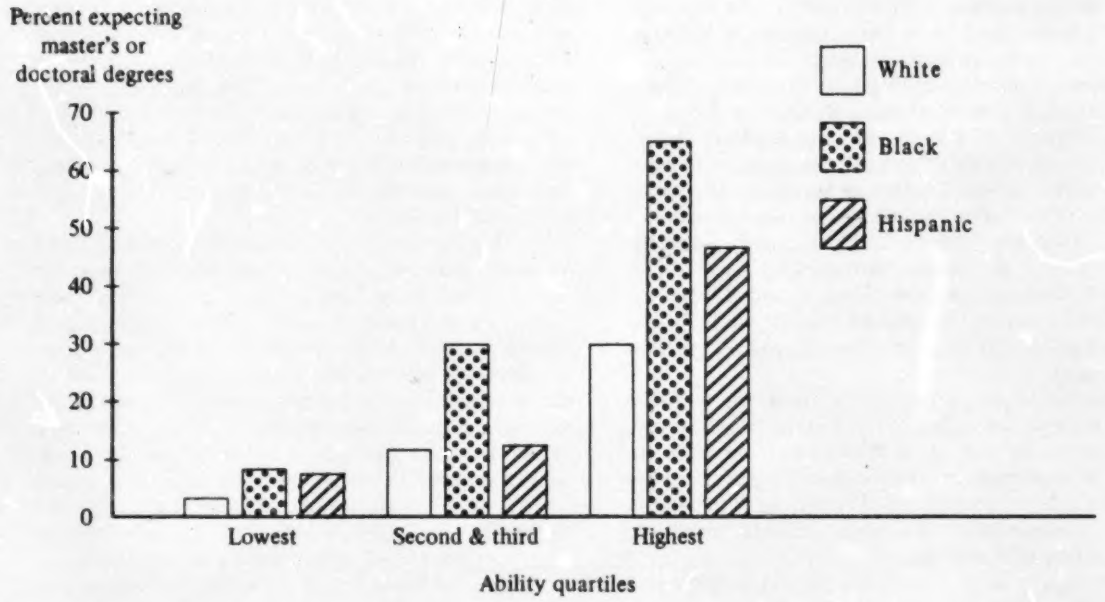
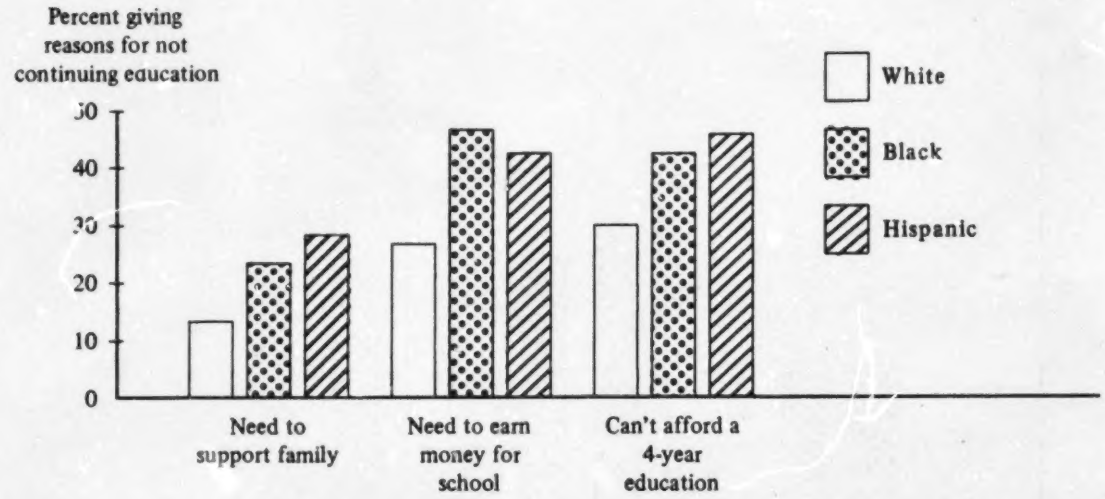


Figure 5.–Reasons for not continuing their education, by race

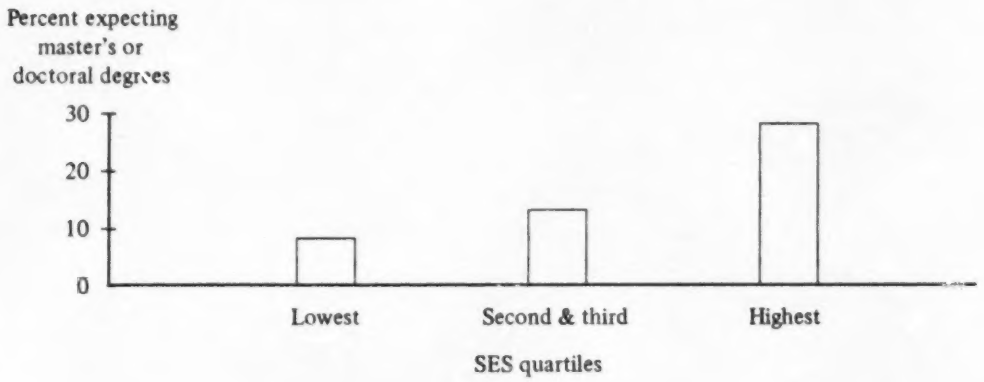


Social Class

Social class appears to be about as singly important as ability in predicting who goes into college academic programs and, like ability, it has no apparent effect on enrollments in postsecondary vocational-technical programs. Grouping the seniors on a composite index of socioeconomic status (SES) resulted in enrollments in academic programs by SES quartiles as follows: 70 percent in the upper quartile, 38 percent in the middle two quartiles and 22 percent in the lowest quartile. Enrollments in postsecondary vocational programs for these groups were 14 percent (low), 16 percent (middle two), and 13 percent (high).

Not only were students from higher SES backgrounds more likely to be enrolled in academic than general or vocational-technical studies, their expectations for receiving degrees were also four times greater. The percentages anticipating either master's degrees or doctorates among the SES quartiles were 28 percent (highest), 13 percent (middle two), and 7 percent (lowest) (figure 6).

Figure 6.—Social class background and educational expectations



The following are some interesting social class background statistics of those attending postsecondary institutions in October 1973:

- High SES students (30 percent) versus low SES students (19 percent) were attending private institutions.
- Twice as many low SES (15 percent) as high SES students (7 percent) were enrolled only part time.
- High SES students were more likely than those of the middle two and the low SES to be enrolled in all of the sciences, as well as the humanities and fine arts.

Looking at the reasons the respondents gave for not continuing their education beyond high school, only a few social class distinctions of any significance reflected economic conditions. For example, 40 percent of the low SES respondents said they "could not afford a 4-year college or university education"; 29 percent of the middle and 30 percent of the high SES respondents gave the same reason. Similarly, 37 percent of the low SES group agreed with the statement "needed to earn money before I could pay for further education"; 30 percent of the middle SES group and 32 percent of the high SES group also agreed.

Sex

In general, th ol attendance rates (in academic studies) were slig or males, with 44 percent of the males curre ed in college versus 40 percent of the femal /). However, these percentage differences a. sistent across race, with 40 percent (White males) versus 41 percent (White females); 37 percent (Spanish-American males) versus 29 percent (Spanish-American females); but 37 percent (Black females) versus 32 percent (Black males). Thus, the comparison of college attendance by both race and sex shows a 14-percent advantage of White males over Black males, while the same comparison among the females resulted in only a 4 percent advantage for White females.

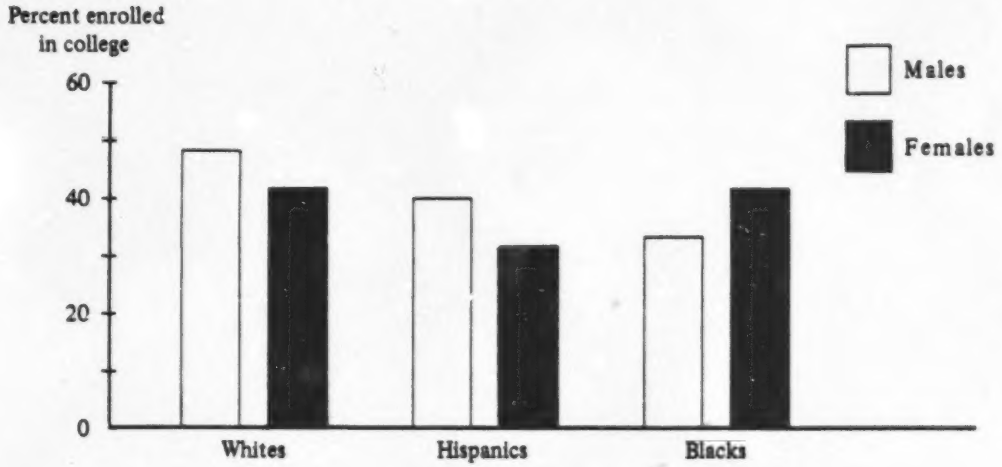
Exactly the same pattern of results was obtained when examining enrollment figures in postsecondary vocational and technical programs. As a whole, 15 percent of the males and 14 percent of the females were currently enrolled in vocational studies. By race, the corresponding male and female figures were 15 percent versus 13 percent among the Whites, 16 percent versus

12 percent among the Hispanics, and 15 percent versus 18 percent among the Blacks.

Both sexes were about equal in the kinds of institutions they attended; i.e., public versus private or 2-year versus 4-year colleges, or full time versus part time. On the other hand, choices of subject fields differed markedly and followed the lines of traditional sex roles. Males tended to choose business, engineering and mechanics, and the physical sciences, while females chose education, the humanities, fine arts, home economics, nursing, and the office and clerical fields.

The sexes also gave different reasons for discontinuing their education. Males tended to report economic difficulties, poor high school grades, military service, and wanting practical experience, in contrast to females who more often reported that they planned to get married or that their plans did not require more education.

Figure 7.—College attendance, by race



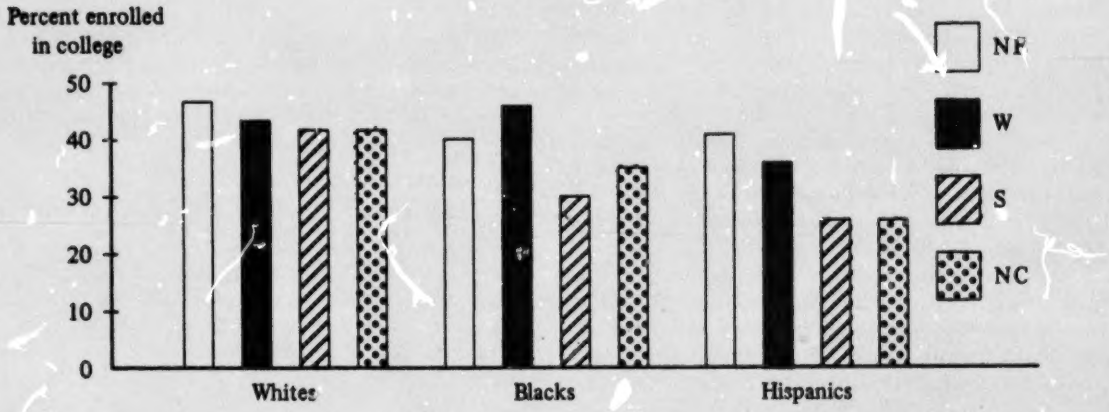
Region

College attendance rates (in academic programs) in both the Northeast (46 percent) and West (44 percent) were generally higher than those in either the South (39 percent) or North Central States (40 percent). These rates, however, partly reflect the racial composition of these areas. When race is taken into account (figure 8), the regional differences for Whites are smaller than those for Blacks and Hispanics, which are substantially larger.

Regional differences in attendance patterns also appear to reflect differences in the availability of junior and community colleges. Of all respondents in the West who were attending postsecondary institutions in October 1973, 47 percent were enrolled in 2-year colleges. The corresponding figures were 23 percent in the Northeast, 27 percent in the South, and 22 percent in the North Central States. In contrast, only 44 percent of the students in the West were enrolled in 4-year colleges and universities, compared with 63 percent in the Northeast, 60 percent in the South, and 61 percent in the North Central area. (Most of the remaining students not included in either of these sets of figures were attending vocational, trade, business, or other career-training schools.)

Students in the West also were more likely than those in other regions of the country to be attending public institutions and to be enrolled only part time. On the other hand, no regional differences were found in the types of fields in which students elected to study.

Figure 8.—College attendance, by race and region



PARTICIPATION IN JOBS

This section reports some basic facts about job opportunity as seen in the fall and winter of 1973-74:

- In October 1973, 65 percent of the total sample were employed in full- or part-time jobs.
- Among those not holding jobs, one out of five was looking for work.

Many students entered the labor force immediately upon finishing high school, while some left their jobs later to get married and have children or to go back to school full time. Others enrolled in training programs or colleges for brief periods and then took jobs. Still others combined their studies and work in various other ways. It will not be feasible in this report to examine all of the potential combinations of full- and part-time work, schooling, and marriage that would be necessary to accurately describe the careers of these students in the first 2 years beyond high school. Instead, attention will focus on general levels of labor force participation, the kinds of jobs the graduating seniors obtained, and some measures of job satisfaction and the relevance of their high school training. High school curriculum, race, social class background, sex, and regional differences are highlighted.

The material to follow primarily applies only to persons employed in the civilian labor force. Persons currently on active duty in the military service (9 percent of the males and 1 percent of the females) were not asked to complete the work section of the First Follow-Up Questionnaire, but instead completed a special section for military personnel not included in this report. It also should be noted that some of the findings reported in this section may reflect not only sex differences in military status but also sex differences in educational and marital status. For example, only 2 percent of the males as compared to 29 percent of the females indicated that they currently were homemakers.

High School Curriculum

Respondents who had been enrolled in high school vocational-technical programs (77 percent) were more likely to have jobs in October 1973 than either those in general programs (68 percent) or those in academic programs (56 percent). Among those persons not employed, the vocational-technical program students (27 percent) were more likely to be looking for work than either the general (24 percent) or the academic (15 percent) students.

In examining the reasons respondents gave for not working, the most notable one occurred among curriculum comparisons of postsecondary schooling and marriage. As anticipated, the lower rates of employment for those from academic programs reflect the fact that more of these students were currently enrolled in college. Among their reasons for not working in October, 84 percent indicated "going to school." In contrast, only 33 percent of the vocational-technical students gave this reason.

Women who had been in vocational-technical programs in high school and who were not employed were more likely to cite "was full-time homemaker" than any other reason for not working. Of these women, 50 percent gave this response, which contrasts markedly with the 11 percent figure for unemployed women who had been in academic programs in high school and

many of whom were now in college.

In terms of work status, females were employed predominantly in clerical and office jobs, especially those who had vocational-technical training in high school (table 1). The working males held mainly blue-collar jobs, especially those with vocational-technical and general backgrounds.

Work satisfaction was about the same among these groups, with most of the respondents (70 percent or more) being satisfied with pay, the importance and challenge of their job, work conditions, security and permanence and their job as a whole.

Vocational-technical students were much more likely than others to have obtained specialized training in high school and somewhat more likely than others to use what they had received. This group (64 percent), in contrast to only 25 percent of the students in general programs and 12 percent in academic programs, had obtained some form of specialized training intended to prepare them for immediate employment upon leaving high school and obtained jobs where they expected to use their training. The corresponding figures were 53 percent and 59 percent, respectively, for the students who had received some form of job training in a general or academic program.

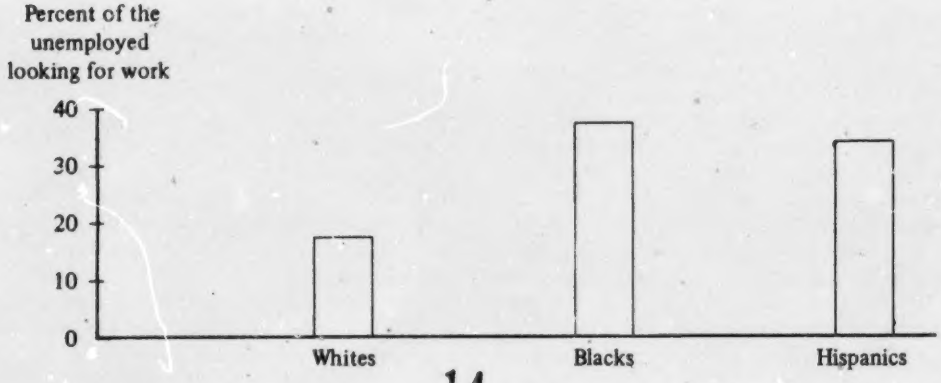
Race

Employment rates in October 1973 were somewhat lower for Blacks (58 percent) than for Whites (66 percent) and Hispanics (68 percent). On the other hand, among those without jobs (figure 9), about twice as many Blacks (37 percent) and Hispanics (34 percent) were looking for work as were Whites (17 percent).

Table 1.—Occupational classification by high school curriculum and sex

Curriculum	Males			Females		
	Acad.	Voc.	Gen.	Acad.	Voc.	Gen.
TOTAL:	100	100	100	100	100	100
Professional and managerial	9	5	4	4	2	3
Clerical and sales	26	12	15	58	69	53
Craftsman	20	28	24	8	3	4
Operators, service workers, farmers, and laborers	45	55	57	30	26	40

Figure 9.—Unemployed and looking for work, by race



When respondents were asked about their reasons for not working, Whites tended to offer more often than minorities "going to school" and "did not want to work" as their reasons. However, both Blacks and Hispanics more often mentioned "not enough job openings available," "required work experience I did not have," and "not educationally qualified for types of work available." These reasons generally persist when class background (SES) is also additionally considered.

Although the proportion of Whites and members of minority groups employed in jobs classified by such broad categories as professional-managers, clerical-sales, craftsmen, and operators, service workers, farmers, and laborers differed, the variability was not associated with race. Likewise, levels of job satisfaction were about the same for the two groups.

Blacks (35 percent) and Hispanics (33 percent) were somewhat more likely than Whites (28 percent) to have received some form of specialized training in high school intended to prepare them for immediate employment upon leaving school. However, Whites (62 percent) and Hispanics (58 percent) were more likely than Blacks (48 percent) to have worked in jobs where they expected to use their training.

Social Class

In October 1973, 67 percent of the students in the lower SES quartile, 69 percent in the two middle quartiles, and 54 percent in the upper quartile, were working. Yet, among those without jobs, twice as many persons from lower (28 percent) as from upper socioeconomic backgrounds (13 percent) were looking for work. Again, these results reflected the fact that proportionately more young people from higher SES backgrounds were going to college and, consequently, were not likely to be working.

The reasons the respondents gave for not working were very similar for social class and race groups. Respondents from higher SES backgrounds were much more likely than those from low SES backgrounds to indicate that they "did not want to work" and that they were "going to school," while those from the lowest SES quartile more often than those from highest SES quartile noted "not enough job openings available," "required work experience I did not have," and "not educationally qualified for types of work available." In addition, the proportions of women indicating "full-time homemaker" as a reason for not working, varied from 42 percent of the females in the lowest SES quartile compared to only 8 percent in the highest quartile.

Although both males and females from lower SES backgrounds were more likely to be employed in blue-collar occupations, the percentage variations among SES levels were small (table 2).

Lower SES quartile students (39 percent), however, were twice as likely as upper SES quartile students (15 percent) to have received specialized training in high school designed to prepare them for immediate employment. On the other hand, upper SES quartile respondents with such training (63 percent) were somewhat more likely than those from lower SES backgrounds (54 percent) to be in jobs where they could use their training.

Table 2.–Occupational status, by sex and socioeconomic background

Occupational status	Males			Females		
	Low SES	Middle SES	High SES	Low SES	Middle SES	High SES
TOTAL:	100	100	100	100	100	100
Professional and managerial	4	6	11	2	3	5
Clerical and sales	14	20	21	54	64	59
Craftsmen	21	25	21	5	4	7
Operators, service workers, farmers, and laborers	61	49	47	39	29	29

Sex

Some of the more notable sex comparisons regarding employment already have been mentioned:

- Most women who worked were employed in traditionally "female" occupations such as clerical and sales jobs.
- For women who did not work, those from lower SES backgrounds and those who were enrolled in vocational-technical programs in high school frequently cited "full-time homemaker" among their reasons for not working.

The only other significant reasons for not working were schooling and military service—reasons which were more often cited by men.

The percentage of working males (68 percent), as a whole, was not much larger than that of females (62 percent); and women were generally as satisfied as men with their jobs. Among those without jobs, women (22 percent), on the other hand, were somewhat more likely than men (18 percent) to be looking for work.

In comparing the relevancy of their high school training, nearly twice as many women (37 percent) as men (20 percent) received some form of specialized training intended to prepare them for immediate employment upon leaving school (figure 10). Moreover, of those receiving such training, females (64 percent) were more apt than men (53 percent) to find jobs in which they expected to use their training.

Region

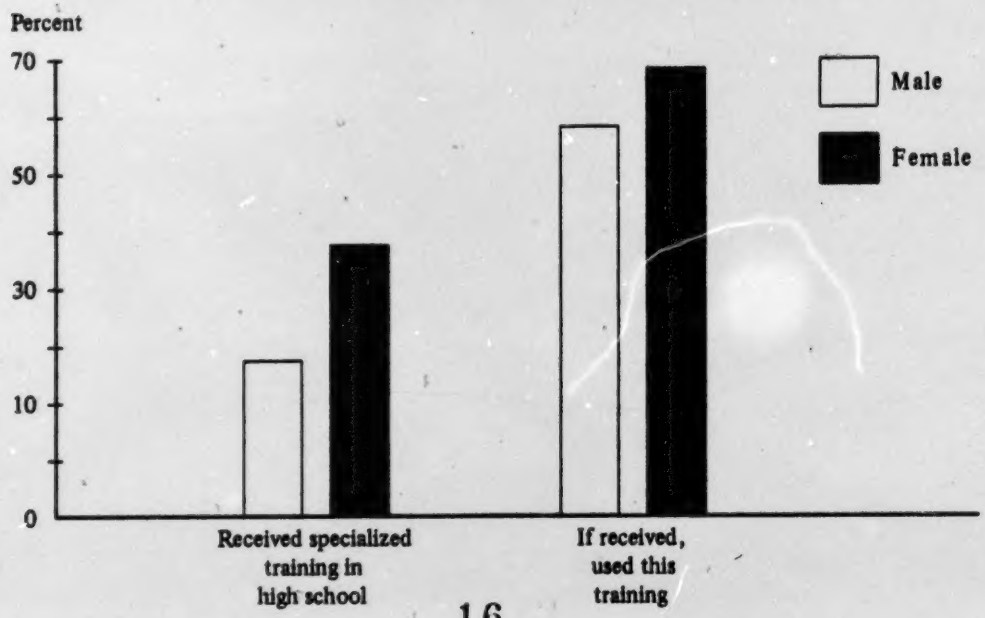
In general, regional variations in employment were relatively small. Respondents from the North Central States have somewhat higher rates of employment than those in other regions. On the other hand, unemployed Western residents were somewhat more likely to be looking for work. The results, however, were not consistent when controlling for race.

Among the reasons people gave for not working, the proportion who mentioned "going to school" was higher in the Northeast than in other regions, and is associated with generally higher rates of college attendance there. But this observation, too, applies only to Whites.

The proportion of workers employed in clerical and sales positions was significantly higher in the Northeast (43 percent) than in the West (35 percent), but the proportions in other occupational categories did not vary as much.

Finally, students in the South were more likely than others to have received specialized training in high school intended to prepare them for immediate employment. This was not found for Blacks, however, for whom the percentage was higher in the North Central States. Of those receiving such training, the proportions who apparently made use of it did not vary by region.

Figure 10.—Percent receiving specialized training in high school and using it, by sex



Weighted Percentage Estimates and Their Reliability

All percentages presented throughout the report are weighted population estimates. An unadjusted weight for each of the selected students was calculated as a reciprocal of the school sample inclusion probability times the ratio of the number of seniors in a school divided by the number of sampled students in the school. The sum of the unadjusted student weights is then an estimate of the total number of 1972 high school seniors in the population.

A weighting-class procedure was used to adjust the student weights for questionnaire nonresponse. The adjustment involves partitioning the entire student sample of respondents and nonrespondents into weighting classes. Students were grouped with respect to the following survey classification variables: race, sex, high school curriculum, high school grades, and parents' education in an attempt to achieve some degree of homogeneity. Thus, any differential response rates for students in each of the weighting classes are reflected in this adjustment.

The percentages in this report are estimates derived from a sample survey. Two types of errors are possible in such estimates—sampling and nonsampling. Sampling errors occur because observations are made only on a sample, not on the entire population. Nonsampling errors can be attributed to many sources: inability to obtain information about all cases in the sample, definitional difficulties, differences in the interpretation of questions, respondents' inability or unwillingness to provide correct information, mistakes in recording or coding data, and other errors of collection, response, processing, coverage, and estimation for missing data. Nonsampling errors also occur in complete censuses. The accuracy of a survey result is determined by the joint effects of sampling and nonsampling errors.

The standard error of an estimated percentage is a measure of the reliability of the estimate. It reflects the precision with which an estimate from a particular sample approximates the average result of all possible samples which could be chosen according to a particular sampling scheme. The sample percentage and an estimate of its standard error permit one to construct interval estimates with a prescribed confidence that the interval includes the average result of all possible samples. Let us assume that all possible samples were selected such that each one of them was surveyed under essentially the same conditions. Then if a sample percentage and its estimated standard error are calculated for each sample,

- approximately two-thirds of the intervals from one standard error below the estimate to one standard above the estimate will include the average value of all possible samples.
- approximately 95 percent of the intervals from two standard errors below the estimates to two standard errors above the estimate will include the average value of all possible samples.
- almost all intervals from three standard errors below the sample estimate to three standard errors above the sample estimate will include the average value of all possible samples.

These approximations depend upon the closeness of the actual distribution of the statistics to the normal distribution. The normal approximation of sample percentages is satisfactory except for small samples and extreme percentage values.

Thus, for a particular sample, one can say with specified confidence that the average of all possible samples is included in the constructed interval.

Approximate standard errors of questionnaire percentages for various numbers of responses are given in table 3. They are averages of many such values calculated for First Follow-Up Questionnaire items.

Table 3.—Approximate standard error of estimated percentage

Estimated percentages	Sample size for base of percentages																
	100	250	500	750	1,000	1,500	2,000	2,500	3,000	4,000	5,000	6,000	8,000	10,000	12,000	16,000	20,000
1 or 99%	1.0	0.7	0.5	0.4	0.34	0.28	0.24	0.22	0.20	0.17	0.16	0.14	0.12	0.11	0.10	0.09	0.08
5 or 95%	2.4	1.5	1.1	0.9	0.78	0.65	0.56	0.50	0.46	0.40	0.36	0.33	0.29	0.26	0.24	0.21	0.18
10 or 90%	3.4	2.2	1.5	1.3	1.11	0.91	0.79	0.71	0.65	0.57	0.51	0.47	0.41	0.36	0.33	0.29	0.26
15 or 85%	4.1	2.6	1.9	1.5	1.33	1.10	0.95	0.86	0.78	0.68	0.61	0.56	0.49	0.44	0.40	0.35	0.31
20 or 80%	4.6	2.9	2.1	1.7	1.51	1.24	1.08	0.97	0.89	0.77	0.69	0.63	0.55	0.50	0.45	0.40	0.35
25 or 75%	5.0	3.2	2.3	1.9	1.64	1.35	1.18	1.06	0.97	0.84	0.76	0.69	0.60	0.54	0.49	0.43	0.39
30 or 70%	5.3	3.4	2.4	2.0	1.75	1.44	1.25	1.12	1.03	0.89	0.80	0.74	0.64	0.57	0.53	0.46	0.41
35 or 65%	5.5	3.6	2.6	2.1	1.83	1.50	1.31	1.17	1.07	0.93	0.84	0.77	0.67	0.60	0.55	0.48	0.43
40 or 60%	5.7	3.7	2.6	2.2	1.88	1.55	1.35	1.21	1.11	0.96	0.86	0.79	0.69	0.62	0.57	0.49	0.44
45 or 55%	5.8	3.7	2.7	2.2	1.91	1.57	1.37	1.23	1.13	0.98	0.88	0.81	0.70	0.63	0.58	0.50	0.45
50%	5.9	3.8	2.7	2.2	1.93	1.58	1.38	1.24	1.13	0.98	0.89	0.81	0.71	0.63	0.58	0.51	0.45

Appendixes

A.—Specification of Classification Variables

B.—Reproduction of Survey Form

Appendix A

SPECIFICATION OF CLASSIFICATION VARIABLES

Six classification variables are used to define basic subpopulations of interest. These variables are sex, high school program, race, geographical region, ability, and socioeconomic status.

Sex has, of course, two categories: male and female. There are 56 sample members whose sex code is missing and could not be determined from other sources. These cases were excluded from analyses involving sex group comparisons. High school program is defined by three categories: general, academic, and vocational-technical (agricultural occupations, business or office occupations, distributive education, health occupations, home economics occupations, and trade or industrial occupations). The classification was based upon the student's own indication of his or her high school curricular program. If such information was missing, School Record Information provided by the survey administrator was used if the information was available. Two hundred respondents could not be classified in this respect, and they were excluded from analyses involving high school program group comparisons. Ethnicity (race) is defined by four categories: White, Black, Hispanic (i.e., Mexican-American or Chicano, Puerto Rican, and other Latin-American origin), and other (e.g., Oriental, American Indian, etc.). There are 1,551 sample members whose ethnic codes are missing. For the purposes of the present analyses, results will be reported separately for White, Black, and Hispanic. The remaining category is a residual category that is too heterogeneous in ethnic mixture to allow for meaningful separate analyses and reporting. The Hispanic group is relatively small (N = 919) and poses sample size problems for some of the analyses, but it is felt that this group is homogeneous enough to allow for useful analyses.

The NLS sample can be classified into one of four regions: Northeast, North Central, South, and West. The States or districts in each of the regions are listed below:

1) **Northeast** (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania).

2) **North Central** (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas).

3) **South** (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas.)

4) **West** (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii).

The general academic ability index was derived from four base-year Test Book scores: vocabulary, reading, letter groups, and mathematics. Factor analysis of the test scores revealed a basis for constructing a composite score measuring general ability by forming an equally weighted linear composite of these four tests. Each test added to the composite was standardized to a mean of 50 and a standard deviation of 10. This summed continuous ability score was then classified into a high, middle, or low category depending upon whether the score was in the upper quartile, middle two quartiles, or lower quartile. The cutting points for defining these quartiles were based upon a weighted estimate of the test score composite standard deviation and the assumption that the weighted frequency distribution was normally distributed. However, because low socioeconomic students were oversampled and SES is correlated with ability, more than 25 percent of the sample members fell into the lower quartile of the ability composite. The reason for this is that the weighted estimate of the quartile takes into consideration that low SES (low aptitude) students were oversampled and gives an estimate of the population distribution parameters for the senior class of 1972. However, since the sample is over-represented with low SES (low ability) members, one would expect more members of the sample itself to lie in the lowest quartile. Finally, a substantial number of sample members (6,539) did not have test scores. Most of these sample members were from the "resurvey" group who did not originally participate during their senior year when testing was conducted in the schools.

Socioeconomic status (SES) is another derived index. The SES index was based upon a composite score involving five components: father's education, mother's education, parental income, father's occupation, and a household items index. Questions concerning these five components were asked in both the base-year Student Questionnaire and First Follow-Up Ques-

tionnaire. Valid responses to the appropriate question on the First Follow-Up Questionnaire were used as the primary data source. The appropriate questions from the Student Questionnaire were used when no valid responses for first followup questions were available. These components were first subjected to a factor analysis, which revealed a common factor with approximately equal weights for each of the five components. Missing componets were imputed by using the appropriate component mean of the subpopulation of which the respondent was a member. These subpopulations were defined by cross-classifying by race, high school program, and aptitude. An SES score was computed by averaging the available standardized components. This average was based upon both imputed and nonimputed components for some individuals. However, in order for an SES score to be computed, the respondent has to have at least two nonimputed components available. The continuous SES score was then assigned to a high, middle, or low category depending on whether it fell in the upper quartile, middle two quartiles, or lower quartile. The cutting points for the quartiles were based upon the population SES distribution estimated using sample weights. Since schools located in low-income areas and schools with high proportions of minority group enrollments were oversampled, more than 25 percent of the sample members fell into the lower quartile.

There were 656 individuals who could not be classified by SES.

Appendix B

REPRODUCTION OF SURVEY FORM

O.M.B. No. 51-S-73030
APPROVAL EXPIRES 9-1-74

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

First Follow-Up Questionnaire

Form A

Prepared for the
UNITED STATES OFFICE OF EDUCATION
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1973

OE FORM 2367, 9/73
MRC 3400

U.S. Office of Education
Department of Health, Education, & Welfare
Washington, D.C. 20202

Dear OPERATION FOLLOW-UP Participant:

More than a year has passed since you first participated in the National Longitudinal Study of the High School Class of 1972. You may remember a questionnaire you filled out during your senior year in high school, in which you were asked about your program and activities, your educational and career plans, and your opinions about many aspects of your life.

We are asking you to participate in OPERATION FOLLOW-UP. The purpose of this follow-up is to find out what has happened to you and other seniors after leaving high school. The fact that you are working, married, in college or vocational school, or starting a family is important not only to you, but also to educational planners and policymakers. Through your completion of this questionnaire, valuable information can be obtained about a very important part of this country's population--young adults who are going through some of the most significant experiences of their lives.

Please take some time and fill out this questionnaire. Let us know what you are doing, what you have done since high school, and what you are planning to do in the next year or so. All of the information that you provide will be absolutely confidential; your name will never be published or associated in any way with your individual answers. If there are questions that you would rather not answer, simply do not answer them.

About the questionnaire: you will not need to answer all sections of it. Begin with Section A and follow the instructions for each question. Your answers will guide you to skip parts which don't apply to you. Please follow all these instructions carefully. Most of the questions can be answered simply by circling the number for the response you choose. In some cases, you are asked to write out your answer to a question.

When you complete this questionnaire please return it to us in the enclosed post-paid envelope. We'll be waiting to hear from you.

We will be sending you the results from OPERATION FOLLOW-UP early in 1974. Watch for our OPERATION FOLLOW-UP Newsletters.

Sincerely,

J. A. Davis
RTI Project Director
Center for Educational Research and Evaluation

K. A. Tabler
USOE Project Director
National Center for Educational Statistics

Section A — General Information

1. What are you doing now?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Temporary lay-off from work, looking for work, or waiting to report to work	1	2
Other (please describe: _____)	1	2

2. Did you complete high school?

(Circle one.)

No, still in high school ..... 1 — *(SKIP to q. 4)*
No, left high school without completing 2
Yes, graduated 3
Yes, left high school without graduating but have since passed a high school equivalency test, for example, the GED .. 4

3. When did you leave or graduate from the last high school that you attended?

Date left: _____ (month) _____ (year)

FACTS ABOUT YOU IN OCTOBER 1973

4. With whom did you live, as of the first week of October 1973?

(Circle one.)

By myself 1
Parents 2
With husband or wife 3
With other relatives 4
With person(s) not related to me 5

5. How would you describe your living quarters, as of the first week of October 1973?

(Circle one.)

Private house or apartment 1
Dormitory or apartment operated by a school or college 2
Fraternity or sorority house 3
Rooming or boarding house 4
Other (please describe: _____) 5

6a. Which of the following best describes the location of the place where you lived in the first week of October 1973?

(Circle one.)

In a rural or farming community 1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
In a medium-sized city (50,000-100,000 people) 3
In a suburb of a medium-sized city 4
In a large city (100,000-500,000 people) 5
In a suburb of a large city 6
In a very large city (over 500,000 people) 7
In a suburb of a very large city 8

6b. How far is this from the place where you lived as a senior in high school?

(Circle one.)

Same place I lived in when I was a senior in high school 1
Less than 50 miles 2
50 to 99 miles 3
100 to 199 miles 4
200 to 499 miles 5
500 miles or more 6

7a. What was your marital status, as of the first week of October 1973?

(Circle one.)

Never married, but plan to be married within the next 12 months 1
Never married, and don't plan to be married within the next 12 months .....2 } *(SKIP to q. 9)*
Married 3
Separated, divorced, or widowed 4

7b. When were you first married? _____ **(month)** _____ **(year)**

8. Did you have any children as of the first week of October 1973?

No.....1
Yes (How many?_____).....2

9. As of the first week of October 1973, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?

Yes 1
No.....2

10. As of the first week of October 1973, how many persons (not counting yourself) were dependent upon YOU for more than one half of their financial support?

(Circle one.)

None 0
One 1
Two 2
Three or more.....3

11. **What is the best estimate of your income before taxes for all of 1973? If you are married, please estimate your husband's or wife's income in the second column provided. Do not include loans or gifts.**

	Your Own Income	Your Spouse's Income
TOTAL INCOME	$_____	$_____
From wages, salaries, commissions, and net income from business or farm	$_____	$_____
Scholarships, fellowships	$_____	$_____
Other (for example, interest, rental property income, public assistance, and unemployment compensation)	$_____	$_____

OPINIONS ABOUT YOURSELF AND THE FUTURE

12. **How far in school would you like to get?**

(Circle one.)

- High school only 1
- Vocational, trade, or business school
  - Less than two years 2
  - Two years or more 3
- College program
  - Some college (including two-year degree) 4
  - Finish college (four- or five-year degree) 5
  - Master's degree or equivalent 6
  - Ph.D., M.D., or equivalent 7

13a. **If no other funds were available (no scholarships, parental aid, or job), how much money would you be willing to borrow to get this schooling?**

(Circle one.)

- None 0
- Less than $500 1
- $500 to $999 2
- $1,000 to $1,999 3
- $2,000 to $3,999 4
- $4,000 to $4,999 5
- $5,000 to $6,000 6
- More than $6,000 (please specify amount _____) 7

13b. **Has anyone discussed with you the terms and conditions necessary to borrow money for this purpose?**

- No ..... 1 — *(SKIP to q. 14)* *Next page* ⟶
- Yes 2

13c. **As a result, was there any change in your borrowing plans?**

(Circle one.)

- No, I had no borrowing plans 1
- No, there was no change in my borrowing plans 2
- Yes, I decided to borrow more than I planned 3
- Yes, I decided to borrow less than I planned 4
- Yes, I decided not to borrow for this purpose 5

14. **As things stand now, how far in school do you think you actually will get?**

(Circle one.)

- High school only 1
- Vocational, trade, or business school
  - Less than two years 2
  - Two years or more 3
- College program
  - Some college (including two-year degree) 4
  - Finish college (four- or five-year degree) 5
  - Master's degree or equivalent 6
  - Ph.D., M.D., or equivalent 7

15. **How do you feel about each of the following statements?**

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
I take a positive attitude toward myself	1	2	3	4	5
Good luck is more important than hard work for success	1	2	3	4	5
I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
On the whole, I'm satisfied with myself	1	2	3	4	5

16. **What do you expect to be doing in October 1974?**

(Circle one number on each line.)

	Expect to be doing	Do not expect to be doing
Working for pay at a full-time or part-time job	1	2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school)	1	2
Taking academic courses at a two- or four-year college	1	2
On active duty in the Armed Forces (or service academy)	1	2
Homemaker	1	2
Other (please describe: _____)	1	2

17. **Do you plan to have your first child (or another child) before October 1974?**

(Circle one.)

- Yes 1
- No 2
- Don't know 3

18. **How many children altogether do you eventually expect to have?**

(Circle one.)

None 0
One 1
Two 2
Three 3
Four or more 4

19. **What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)**

CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 01
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 02
FARMER, FARM MANAGER 03
HOMEMAKER OR HOUSEWIFE ONLY 04
LABORER such as construction worker, car washer, sanitary worker, farm laborer 05
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 06
MILITARY such as career officer, enlisted man or woman in the Armed Forces 07
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant 08
PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher 09
PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher 10
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 11
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman 12
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker 13
SCHOOL TEACHER such as elementary or secondary 14
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 15
TECHNICAL such as draftsman, medical or dental technician, computer programmer 16

NOT WORKING 17

20. **How important is each of the following to you in your life?** (Circle one number on each line.)

	Not Important	Somewhat Important	Very Important
Being successful in my line of work	1	2	3
Finding the right person to marry and having a happy family life	1	2	3
Having lots of money	1	2	3
Having strong friendships	1	2	3
Being able to find steady work	1	2	3
Being a leader in my community	1	2	3
Being able to give my children better opportunities than I've had	1	2	3
Living close to parents and relatives	1	2	3
Getting away from this area of the country	1	2	3
Working to correct social and economic inequalities	1	2	3
Having leisure time to enjoy my own interests	1	2	3

Section B — Education and Training

This section asks information about your training and education since leaving high school. First we would like to know....

21. Between the time you left high school and October 1973, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training, personal enrichment, or correspondence courses? Do not include Armed Forces training programs, or regular school and college programs.

No.....1 — *(SKIP to q. 23) Next page* →

Yes.....2

22a. What type of training program(s) have you participated in?

(Circle one number on each line.)

	Yes	No
On-the-job training (a program of instruction during normal working hours)	1	2
Formal Registered Apprenticeship (your State or Labor Union)	1	2
Manpower Development and Training (MDTA)	1	2
Work Incentive (WIN)	1	2
Neighborhood Youth Corps (NYC)	1	2
Other manpower program (please specify: _____)	1	2
Correspondence course(s)	1	2
Non-credit courses for personal enrichment	1	2
Other (please specify: _____)	1	2

22b. What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)

(Write in): _____

22c. How long does (or did) this program last?

(Circle one.)

Less than one month.....1

One to five months.....2

Six to eleven months.....3

One year or more.....4

22d. Have you completed this program?

(Circle one.)

Yes.....1

No, left without completing.....2

No, still enrolled.....3

22e. Have you used this training on any job?

Yes.....1

No.....2

23. **Since leaving high school, have you attended any school like a college or university, service academy, business school, trade school, technical institute, vocational school, community college, and so forth?**

Yes ..... 1 — *(SKIP to q. 25)*

No 2

24. **Here are some reasons others have given for NOT continuing their formal education after leaving high school. Which of these reasons, if any, apply to you?**

(Circle one number on each line.)

	Applies to me	Does not apply to me
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

(SKIP to Section C, page 15)

SCHOOL ATTENDANCE IN OCTOBER 1973

25. **Were you taking classes or courses at any school during the first week of October 1973?**

No ..... 1 — *(SKIP to q. 29a, page 9)* →

Yes 2

26a. **What is the exact name and location of the school you were attending in the first week of October 1973? (Please print and do not abbreviate.)**

School Name: _____

City: _____ State: _____

26b. **What kind of school is this?** **(Circle one.)**

Vocational, trade, business or other career training school 1

Junior or community college (two-year) 2

Four-year college or university 3

Other (please describe: _____) 4

26c. **Is this school public or private?**

Public 1

Private 2

27a. When did you first attend this school? _____(month)_____(year)

27b. During the first week of October 1973, were you classified by this school as a full-time student?

Yes 1
No 2

27c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

_____Hours per week

27d. At that time were you classified by your school as a freshman or sophomore?

(Circle one.)

My school doesn't classify students this way 1
Freshman (first-year student) 2
Sophomore (second-year student) 3
Other classification (specify: _____) 4

28a. As of the first week of October 1973, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.) Please name the specific field or area:

(Write in): _____

28b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

(Circle only one academic field OR one vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

Biological Sciences (zoology, physiology, anatomy, etc.) 01
Business (accounting, marketing, personnel management, etc.) 02
Education (elementary, special, physical, etc.) ..03
Engineering (civil, electrical, mechanical, etc.) ..04
Humanities and Fine Arts (music, religion, English, etc.) 05
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 06
Social Sciences (psychology, history, economics, sociology, etc.) 07
Other academic fields (agriculture, home economics, nursing, etc.) 08
An academic field, but undecided (circle here and SKIP to q. 29) 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

Office and Clerical (bookkeeping, stenography, commercial art, general office, etc.) 10
Computer Technology (keypunch operator, programming, computer operations, etc.) 11
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 12
Health Services (lab technician, occupational therapy, practical nursing, etc.) 13
Public Services (police science, food service, recreation, beautician, etc.) 14
Other vocational areas (agriculture, home economics, etc.) 15
A vocational area, but undecided (circle here and SKIP to q. 29) 16

28c. How long does it normally take to complete this program?

(Circle one.)

Less than three months 1
Three to five months 2
Six to eleven months 3
One to two years 4
More than two years 5

SCHOOL ATTENDANCE IN OCTOBER 1972

29a. Now please think back a year to the Fall of 1972. Were you taking classes or courses at any school during the month of October 1972?

Yes ..... 1 — *(SKIP to q. 30)*
No 2

29b. Here are some reasons others have given for NOT continuing their formal education right after leaving high school. Which of these reasons apply to you?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Needed to earn money to support my family	1	2
Needed to earn money before I could pay for further education	1	2
Could not afford a four-year college or university education	1	2
Failed to find out in time about admission requirements, cost of attending, availability of a school in the area, etc.	1	2
Poor high school grades or poor scores on college admission tests	1	2
Lack of high school credits required for college entrance	1	2
Applied to one or more schools, but was not accepted	1	2
Lack of a school within commuting distance of my home	1	2
Discouraged from continuing by teachers or counselor	1	2
Discouraged from continuing by parents	1	2
Wanted to enter Armed Forces	1	2
My plans did not require more education	1	2
Wanted to take a break	1	2
Planned to be married	1	2
School is not for me; I don't like it	1	2
Offered a job I wanted	1	2
Wanted to earn money for myself	1	2
Wanted practical experience before going on to school	1	2

SKIP to q. 39, page 12 →

30. Was the school you attended in October 1972 the same school you attended in the first week of October 1973? (Circle one.)

Yes ..... 1 — *(SKIP to q. 33b)*
No, not enrolled in October 1973 ..... 2 — *(SKIP to q. 32a)*
No, enrolled in different school 3

Next page →

31. What were your reasons for changing schools? (Circle one number on each line.)

	Applies to me	Does not apply to me
My interest changed, and my former school did not offer the course of study I wanted	1	2
Wanted to attend a less expensive school	1	2
My grades were too low to continue at the former school	1	2
Wanted to be at a smaller school	1	2
Wanted to be at a larger school	1	2
Wanted to attend school closer to home	1	2
Wanted to attend a school farther away from home	1	2
Wanted to attend a school that would give me better career opportunities	1	2
Wanted to attend a school where I could feel more like I belonged	1	2
Wanted to attend a school where I could maximize my intellectual and personal development	1	2
More group or social activities of interest	1	2

32a. What is the exact name and location of the school you were attending in the month of October 1972? (Please print and do not abbreviate.)

School Name: _____

City: _____ State: _____

32b. What kind of school is this?

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year).....2
Four-year college or university 3
Other (please describe: _____).....4

32c. Is this school public or private?

Public 1
Private 2

33a. When did you first attend this school? _____ (month) _____ (year)

33b. During October 1972, were you classified by this school as a full-time student?

Yes 1
No.....2

33c. About how many hours a week did your classes meet in the subjects or courses in which you were enrolled at that time? Include time in lectures, shop, laboratories, etc.

_____ Hours per week

34. Was your field of study or training area in October 1972 the same as you indicated for the first week of October 1973?

(Circle one.)

Yes .....1 — *(SKIP to q. 39, page 12)* →
No, wasn't enrolled in October 1973 2
No, none indicated for October 1973 .....3 } — *(SKIP to q. 36a) Next page* →
No, different than in October 1973 4

35. Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Courses more difficult than I expected	1	2
Met people with new ideas	1	2
Poor advice on original choice	1	2
Lack of information on jobs related to original choice	1	2
Content of courses different from what I expected	1	2
New information about other fields of study or training areas	1	2
Interest aroused by courses	1	2
More jobs available for graduates in the field I changed to	1	2
Other (please specify: _____)	1	2

36a. In October 1972, what was your actual or intended field of study or training area (for example, practical nursing, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:

(Write in): _____

36b. Is this in an academic field or vocational area? Please select below the academic field OR vocational area which comes closest to this field or area.

(Circle only one academic field OR vocational area.)

ACADEMIC FIELDS (typically leading to at least a Bachelor's degree)

- **Biological Sciences** (zoology, physiology, anatomy, etc.) 01
- **Business** (accounting, marketing, personnel management, etc. 02
- **Education** (elementary, special, physical, etc.) 03
- **Engineering** (civil, electrical, mechanical, etc.) 04
- **Humanities and Fine Arts** (music, religion, English, etc.) 05
- **Physical Sciences and Mathematics** (physics, geology, chemistry, etc.) 06
- **Social Sciences** (psychology, history, economics, sociology, etc.) 07
- **Other academic fields** (agriculture, home economics, nursing, etc.) 08
- An academic field, but undecided (circle here and SKIP to q. 37) 09

VOCATIONAL AREAS (typically not leading to a Bachelor's degree)

- **Office and Clerical** (bookkeeping, stenography, commercial art, general office, etc.) 10
- **Computer Technology** (keypunch operator, programming, computer operations, etc.) 11
- **Mechanical and Engineering Technology** (automotive mechanic, machinist, drafting, construction, electronics, etc.) 12
- **Health Services** (lab technician, occupational therapy, practical nursing, etc.) 13
- **Public Services** (police science, food service, recreation, beautician, etc.) 14
- **Other vocational areas** (agriculture, home economics, etc.) 15
- A vocational area, but undecided (circle here and SKIP to q. 37) 16

36c. How long does it normally take to complete this program?

(Circle one.)

- Less than three months 1
- Three to five months 2
- Six to eleven months 3
- One to two years 4
- More than two years 5

37. Did you withdraw altogether from this school prior to completing your training or program of studies?

- No ..... 1 — *(SKIP to q. 39)* *Next page* ⟶
- Yes 2

38. What were your reasons for withdrawing altogether? **(Circle one number on each line.)**

	Applies to me	Does not apply to me
Became ill	1	2
Had financial difficulties	1	2
Family emergency	1	2
Was offered a good job	1	2
Got married or planned to get married	1	2
School work was not relevant to the real world	1	2
Wanted to get practical experience	1	2
Courses were too hard	1	2
Failing or not doing as well as I wanted	1	2
Became homesick	1	2
Other (please describe: _____)	1	2

ATTENDANCE AT OTHER SCHOOLS AT OTHER TIMES

39. Besides any school(s) you may already have reported in this section of the questionnaire, have you attended any *other* schools since leaving high school? Include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.

No.....1 — *(SKIP to q. 41a)*
Yes.....2

40a. What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one other school, then give the one that you attended the longest.)

School Name: _____
City: _____ State: _____

40b. What kind of school is this? **(Circle one.)**

Vocational, trade, business or other career training school.....1
Junior or community college (two-year).....2
Four-year college or university.....3
Other (please describe: _____).....4

40c. When did you *first* attend this school? _____ **(month)** _____ **(year)**

40d. Are you currently attending this school?

Yes.....1
No (Date left: _____ month _____ year).....2

EDUCATION AND TRAINING PROGRESS AFTER HIGH SCHOOL

41a. *Since leaving high school* which of the following best describes how well you have done in all of your course-work or training through October 1973? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes *closest* to describing your progress.

(Circle one.)

Mostly A.....1
About half A and half B.....2
Mostly B.....3
About half B and half C.....4
Mostly C.....5
About half C and half D.....6
Mostly D.....7
Mostly below D.....8

41b. Do *any* of these schools or programs give credits? **(Circle one.)**

I don't know.....1
No.....2 } — *(SKIP to q. 42) Next page* →
Yes.....3

41c. *Since leaving high school*, about how many credits had you earned *by October 1973*? (Write in.)

_____ Number of quarter hours
_____ Number of semester hours
_____ Number of other type of credits (please specify type: _____)

42. Whether or not you were enrolled in school in the first week of October 1973, were you working at that time toward a certificate, degree, or license of any kind?

(Circle one.)

No 1
Yes, a certificate (specify in what: _____) 2
Yes, a license (specify in what: _____) 3
Yes, a two-year or three-year vocational degree or diploma 4
Yes, a two-year academic degree 5
Yes, a four-year or five-year college Bachelor's degree 6
Yes, other (please specify: _____) 7

43. Since leaving high school, had you earned any certificate, license, diploma, or degree of any kind prior to October 1973?

No 1
Yes (please specify _____) 2

44a. Between the time you left high school and October 1973, had you participated in a formal program of academic or career counseling, tutoring, or remedial courses other than those services that were provided to all students in your college, school or training area?

(Circle one.)

Never heard of such a program 1
Have heard of such a program but have not participated 2
(SKIP to q. 45)
Yes 3

44b. What was the exact name, nature, and location of the program in which you participated?

Name of the program _____

Nature of your participation: (Circle one number on each line.)

	Applies to me	Does not apply to me
Counseling	1	2
Tutoring	1	2
Remedial courses	1	2

Name of institution: _____

City: _____ State _____

45. With regard to your education and training since leaving high school, how satisfied as a whole are you with the following?

(Circle one number on each line.)

	Very satisfied	Somewhat satisfied	Neutral or no opinion	Somewhat dissatisfied	Very dissatisfied
The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
The social life	1	2	3	4	5
Development of my work skills	1	2	3	4	5
My intellectual growth	1	2	3	4	5
The amount of money I have to get along on	1	2	3	4	5

SCHOOL FINANCES

The purpose of this part is to learn how students pay for their training and education after leaving high school, so that financial aid programs can be changed to meet student needs better. The following questions apply to any training and education you received after leaving high school and before Fall 1973.

46a. About how much did training or schooling cost during the first year after high school, regardless of who paid? Give the expenses and the number of months you were in school or training during this period.

Total expenses $_____ Spent over how many months?_____

46b. How was this money spent?

$_____ Tuition and fees
$_____ Room and board
$_____ Books and supplies
$_____ Transportation
$_____ Other related school expenses (clothing, laundry, etc.)

47. In paying for these costs, how much came from each of the following sources? (Please circle all that apply and write in the amounts.)

SAVINGS OR EARNINGS

Own savings or summer earnings .....01 ($_____)
College work-study programs .....02 ($_____)
Other earnings while taking courses .....03 ($_____)

INDIVIDUAL SUPPORT

Parents .....04 ($_____)
Husband or wife .....05 ($_____)
Other relatives or friends .....06 ($_____)

SCHOLARSHIPS OR GRANTS

Basic Educational Opportunity Grant Program .....07 ($_____)
Supplementary Educational Opportunity Grant Program ....08 ($_____)
College scholarship or grant from college funds .....09 ($_____)
ROTC scholarship or stipend .....10 ($_____)
Nursing Scholarship Program .....11 ($_____)
Health Professions Scholarship Program .....12 ($_____)
State scholarships .....13 ($_____)
Other scholarships .....14 ($_____)

LOANS

Federal Guaranteed Student Loan Programs .....15 ($_____)
State Loan Program .....16 ($_____)
Regular bank loan .....17 ($_____)
National Defense (Direct) Student Loan Program .....18 ($_____)
Health Professions Student Loan Program .....19 ($_____)
Nursing Student Loan Program .....20 ($_____)

OTHER

Law Enforcement Educational Program .....21 ($_____)
Veterans Administration War Orphans or Survivors Benefits Programs .....22 ($_____)
Veterans Administration direct benefits (GI Bill compensation or pension) .....23 ($_____)
Vocational Rehabilitation Program benefits .....24 ($_____)
Social Security Benefits (for students aged 18-22 who are children of retired, disabled, or deceased parents) .....25 ($_____)

Section C — Civilian Work Experience

In this section we would like to obtain information about the jobs you have held in October 1973 and October 1972, including full-time jobs, part-time jobs, apprenticeships, and on-the-job training (but do not include military service).

JOB HELD IN OCTOBER 1973

48a. Did you hold a job of any kind during the first week of October 1973?

Yes ..... 1 —*(SKIP to q. 49)* *Next page* ⟶
No 2

48b. What were the reasons you were not working during the first week of October 1973?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

48c. Were you looking for work during September 1973?

Yes 1
No ..... 2 —*(SKIP to q. 54a, page 17)* ⟶

49. Please describe below the job you held during the first week of October 1973. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local)? 2

Self-employed in your OWN business, professional practice, or farm? 3

Working WITHOUT PAY in family business or farm? 4

f. When did you **start** working at this job? _____(month) _____(year)

g. Are you **currently** working at this job?

Yes 1

No.....2

50a. How many hours per WEEK did you usually work at this job up through the first week of October 1973?

_____Hours per week

50b. Approximately how much did you usually earn per WEEK at this job at that time before deductions? (If not paid by the week, please estimate.)

$_____per week

51. How satisfied were you with the following aspects of this job?

(Circle one number on each line.)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Pay and fringe benefits	1	2	3	4
Importance and challenge	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement with this employer	1	2	3	4
Opportunity for promotion and advancement in this line of work	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Job as a whole	1	2	3	4

53a. Do you expect to be working for this same employer in October 1974?

Yes 1
No 2

53b. Do you expect to be working at this same kind of job or occupation in October 1974?

Yes 1
No 2

53. Were you working at any other job during the first week of October 1973 at the same time as the job you described above?

Yes 1
No 2

JOB HELD IN OCTOBER 1972

54a. Now please think back to about a year ago. Did you hold a job of any kind during the month of October 1972?

(Circle one.)

Yes, same job as in October 1973 ..... 1 — *(SKIP to q. 56a)*
Yes, but different job than in October 1973 ..... 2 — *(SKIP to q. 55)*
} *Next page* →
No 3

54b. What were the reasons you were not working during the month of October 1972?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Did not want to work	1	2
On temporary layoff from work or waiting to report to work	1	2
Was full-time homemaker	1	2
Going to school	1	2
Not enough job openings available	1	2
Union restrictions	1	2
Would have required moving	1	2
Required work experience I did not have	1	2
Jobs available offered little opportunity for career development	1	2
Health problems or physical handicap	1	2
Could not arrange child care	1	2
Other family responsibilities (including pregnancy)	1	2
Waiting to enter or in Armed Forces	1	2
Not educationally qualified for types of work available	1	2

54c. Did you look for work during October 1972?

Yes 1
No 2
} — *(SKIP to q. 58)* *Next page* →

55. Please describe below the job you held in October 1972. If you held more than one job at that time, describe the one at which you worked the most hours.

a. For **whom** did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What **kind of business** or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of **job or occupation** did you have in this business or industry? (For example, salesman, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent **activities or duties** on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, business, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local)? 2

Self-employed in your OWN business, professional practice, or farm? 3

Working WITHOUT PAY in family business or farm? 4

f. When did you **start** working at this job? _____ (month) _____ (year)

g. Are you **currently** working at this job?

Yes 1

No (Left job: _____ month _____ year) 2

56a. How many hours per WEEK did you usually work at this job in October 1972?

_____ Hours per week

56b. Approximately how much did you usually earn per WEEK at this job back then before deductions? (If not paid by the week, please estimate.)

$_____ per week

57. Were you working at any other job during the month of October 1972 at the same time as the job you described above?

Yes 1

No 2

GENERAL

58. Each part of this question refers to the entire 52-week period from October 1972 to October 1973.

a. About how many different weeks did you work altogether during this period? (Count all weeks in which you did any work at all or were on paid vacation.) _____ Number of weeks

b. How many weeks during this period did you spend looking for work or on layoff from a job or waiting to report to a job? _____ Number of weeks

c. How many different employers did you work for altogether during this period? (Count each employer only once, even if you had different jobs for the same employer.) _____ Number of employers

59. **Since leaving high school, what methods did you use at any time in looking for work, and were they useful?**
(Circle one number on each line.)

	Never looked or used	Used but did NOT obtain job	Used and obtained job
High school employment service	1	2	3
Other school or college placement service	1	2	3
Professional periodicals or organizations	1	2	3
Civil Service applications	1	2	3
Public employment service	1	2	3
Private employment agency	1	2	3
Community action or welfare groups	1	2	3
Newspaper advertisement	1	2	3
Direct application to employers	1	2	3
Registration with a union	1	2	3
Friends or relatives	1	2	3
Other (specify: _____)	1	2	3

60. **While you were in high school, did you receive any specialized training intended to prepare you for immediate employment upon leaving school? (For example, auto mechanics, secretarial skills, or nurses aid.)**

No ..... 1 — *(SKIP to Section D) Next page* →

Yes (In what area did you receive this training? _____) 2

61. **Since leaving high school, have you worked in a job where you expected to use this training?**
(Circle one.)

No, never looked for work where I could use it ..... 1 — *(SKIP to Section D) Next page* →

No, but looked for work where I could use it ..... 2 — *(SKIP to q. 63)*

Yes 3

62. **Which of the following apply to your experience while working in this area?** **(Circle one number on each line.)**

	Applies to me	Does not apply to me
I have been able to apply almost everything I learned in my high school training	1	2
I have been able to apply the basic principles of my training, although some things are different	1	2
I would have liked more experience in my training before I started working	1	2
I received training different from the way it is done on the job	1	2
I found my high school training useful in on-the-job training program(s)	1	2
I was trained with tools or equipment that are not used on my job	1	2
I could have gotten my job without the training	1	2
I took coursework associated with my training which was not helpful in performing my job	1	2
I would have liked more information about what was expected in the job beyond skills training	1	2
I would have liked other types of experience or information to be included in the training (describe: _____)	1	2
I consider myself doing as well as others with similar training	1	2
I consider the training a wise choice	1	2

63. **Which of the following apply to your experiences when trying to find work in your area of high school training?**
(Circle one number on each line.)

	Applies to me	Does not apply to me
I did not find many job openings in that type of work	1	2
I was told I was not qualified	1	2
I did not know how to use the equipment or tools of the job	1	2
I was not offered enough pay	1	2
I did not have enough experience	1	2
I decided to enter a different line of work	1	2
I did not have the coursework or knowledge required of the job	1	2
I was offered a job related to my training but did not take it	1	2

Section D — Military Service

64. Since leaving high school, have you served in the Armed Forces, in a Reserve or National Guard Unit, or have you been enrolled in one of the service academies (for example, West Point)?

(Circle one.)

No 1
Yes, National Guard or Reserves but not active duty 2
Yes, active duty or service academy 3

(SKIP to Section E, page 22) →

65. Which branch of the Armed Forces did you enter? (Write in): _____

66. Did you enlist or were you drafted?

(Circle one.)

I entered a service academy ..... 1 *(SKIP to q. 72) Next page* →
I enlisted ..... 2 When? _____(month) _____(year)
I was drafted ..... 3 When? _____(month) _____(year)

67. When did you begin active duty? _____(month) _____(year)

68. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No ..... 1 — *(SKIP to q. 70)*
Yes 2

69a. In which of the following fields have you received specialized schooling?

(Circle one.)

Business (e.g., administration, management, clerical work, communications, personnel work, etc.) 1
Computer Technology (e.g., computer programming, computer operations, etc.) 2
Health Professions (e.g., medical technology, occupational therapy, X-ray technology, pharmacy, etc.) 3
Mechanical and Engineering Technology (e.g., aircraft mechanics, automotive mechanics, construction, printing, drafting, machinist, electronics, etc.) 4
Services (e.g., food service, security work, aircraft control, etc.) 5
Other (please specify: _____) 6

69b. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: _____ **MOS:** _____

70. What is the highest pay grade and specialty rating you have held?

Pay grade: _____ **Specialty rating:** _____

71. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

	Yes	No
Prepared you for the high school equivalency test?	1	2
Prepared you for equivalency tests that can be taken for college credit?	1	2
Were college-sponsored courses which gave college credits?	1	2

72. Do you plan to use the GI Bill to further your education?

(Circle one.)

Yes 1
No 2
Undecided 3

73. How satisfied are (were) you with the following aspects of your work in the Armed Forces?

(Circle one number on each line.)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Pay and fringe benefits	1	2	3	4
Importance and interest of work	1	2	3	4
Working conditions	1	2	3	4
Opportunity for promotion and advancement in the Armed Forces	1	2	3	4
Opportunity for promotion and advancement in my specialty	1	2	3	4
Security and permanence	1	2	3	4
Opportunity for developing new skills	1	2	3	4
Work as a whole	1	2	3	4

74. Are you currently on active duty?

No (Date left: _____ month _____ year) ..... 1 —*(SKIP to Section E) Next page* →
Yes 2

75. How long do you expect to be on active duty in the Armed Forces?

(Circle one.)

For a two-year tour of duty only 1
For a three- or four-year tour of duty 2
For more than one enlistment, but less than a full career 3
For a full career (20 years minimum) 4
Have not decided 5

76. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

	Applies to me	Does not apply to me
Full- or part-time work	1	2
College, either full-time or part-time	1	2
Technical, vocational, or business or career training school, either full-time or part-time	1	2
Registered apprenticeship or on-the-job training program	1	2
Retire	1	2
Undecided	1	2
Other (please specify: _____)	1	2

Section E — Information About The Past

77. Have your (a) parents or guardians or have your (b) friends your own age either encouraged or discouraged you in doing the following things since you left high school?

(a) PARENTS OR GUARDIANS (Circle one number on each line.)					(b) FRIENDS YOUR OWN AGE (Circle one number on each line.)			
Encouraged	Discouraged	Both	Neither		Encouraged	Discouraged	Both	Neither
1	2	3	4	Getting a job or going to work	1	2	3	4
1	2	3	4	Going to school for vocational or technical training	1	2	3	4
1	2	3	4	Going to college for an academic education	1	2	3	4
1	2	3	4	Getting married	1	2	3	4
1	2	3	4	Entering the Armed Forces	1	2	3	4
1	2	3	4	Traveling or taking a break	1	2	3	4

78. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

	None or grade school only	High School: Did not finish	High School: Finished	Vocational, trade, business, or career program in a school or college: Less than two years	Vocational, trade, business, or career program in a school or college: Two years or more	Academic programs: Some college (including two-year degree)	Academic programs: Finished college (four-or five-year degree)	Academic programs: Master's degree or equivalent	Academic programs: Ph. D., M.D., or equivalent
Father or male guardian	1	2	3	4	5	6	7	8	9
Mother or female guardian	1	2	3	4	5	6	7	8	9

79. Please describe below the job most recently held by your father (or male guardian), even if he is retired, deceased, or disabled.

a. For **whom** does (or did) he work? (Name of company, business, organization, or other employer)

(Write in): _____

b. What **kind of business** or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): _____

c. What kind of **job or occupation** does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): _____

d. What are (or were) his most frequent **activities or duties** on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): _____

80. Did your mother (or female guardian) usually work during the following periods of your life?

(Circle one number on each line.)

	Did not work	Worked part-time	Worked full-time	Does not apply
When you were in high school	1	2	3	4
When you were in elementary school	1	2	3	4
Before you went to elementary school	1	2	3	4

81. Did you formally apply for admission (fill out a form and send it in) to any college or other school at any time before October 1973?

No ..... 1 — *(SKIP to q. 85) Next page* →

Yes 2

82a. When you first applied, what was the name and address of the FIRST school or college of your choice?

Name: _____

Address: _____
(city) (state)

82b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1

Yes, but this school did not have enough room 2

Yes, but did not attend for other reasons 3

No, was not accepted 4

82c. Did you apply for financial aid at this school?

(Circle one.)

No 1
Yes, but was offered no financial aid 2
} — *(SKIP to q. 83a)*

Yes, and was offered financial aid 3

82d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $_____ Loan: $_____ Promised job: $_____

83a. At that time, what was the name and address of your SECOND CHOICE school or college?

I applied to only one school ..... 1 — *(SKIP to q. 85) Next page* →

Name: _____

Address: _____
(city) (state)

83b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1

Yes, but this school did not have enough room 2

Yes, but did not attend for other reasons 3

No, was not accepted 4

83c. Did you apply for financial aid at this school?

(Circle one.)

No 1
Yes, but was offered no financial aid 2
Yes, and was offered financial aid 3

(SKIP to q. 84a)

83d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $_____ Loan: $_____ Promised job: $_____

84a. At that time, what was the name and address of your THIRD CHOICE school or college?

I applied to only two schools ..... 1 *(SKIP to q. 85)*

Name: _____

Address: _____
(city) (state)

84b. Were you accepted for admission at this school?

(Circle one.)

Yes, and attended 1
Yes, but this school did not have enough room 2
Yes, but did not attend for other reasons 3
No, was not accepted 4

84c. Did you apply for financial aid at this school?

(Circle one.)

No 1
Yes, but was offered no financial aid 2
Yes, and was offered financial aid 3

(SKIP to q. 85)

84d. What were the approximate values of the financial aid that you were offered for the first academic year? (If none, enter "none")

Scholarship: $_____ Loan: $_____ Promised job: $_____

85. How helpful were your high school's counseling services in each of the following areas?

(Circle one number on each line.)

	Services NOT available	Services available but NOT consulted	SERVICES CONSULTED AND... Very helpful		NOT helpful
Learning how my interests and abilities fit with different jobs or occupations	1	2	3	4	5
Finding out where to train for the job or occupation I wanted	1	2	3	4	5
Placing me in a job or helping me to find employment	1	2	3	4	5
Finding out the schools or colleges I qualified for which suited my abilities and interests	1	2	3	4	5
Finding out about costs at different schools or colleges and how to obtain financial aid	1	2	3	4	5
Obtaining financial aid to go to school or college	1	2	3	4	5
Recommending fields of work likely to have expanding employment opportunities	1	2	3	4	5

Section F — Background Information

Please PRINT the name, address, and telephone number where you can most usually be reached during the coming year.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the name, address and telephone number of your parents.

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please PRINT the names and addresses of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Name:		
Address (number, street, city, state and ZIP code)	Telephone	
	Area Code	Number

Please give the following information about yourself.

(a) Date of birth _____ (month) _____ (day) _____ (year)

(b) Sex: (Circle one.) Male.....1
Female.....2

(c) Social Security No. _____

(d) Driver's License No. _____ State _____

(e) When did you complete this questionnaire? _____(month) _____(day) _____(year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972